

AN ANALYSIS OF TEACHER'S LESSON PLANS BASED ON THEMATIC
UNIT FOR TEACHING ENGLISH TO YOUNG LEARNER AT THIRD
GRADE OF SD MUHAMMADIYAH 1 BANDAR LAMPUNG IN 2018/2019
ACADEMIC YEAR



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1- Degree

By

MEIRIZHA PUTRI RIZKYA

NPM. 1411040102

Advisor : Dr. Zulhanan, MA

Co-Advisor : Nurul Puspita, M.Pd

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG

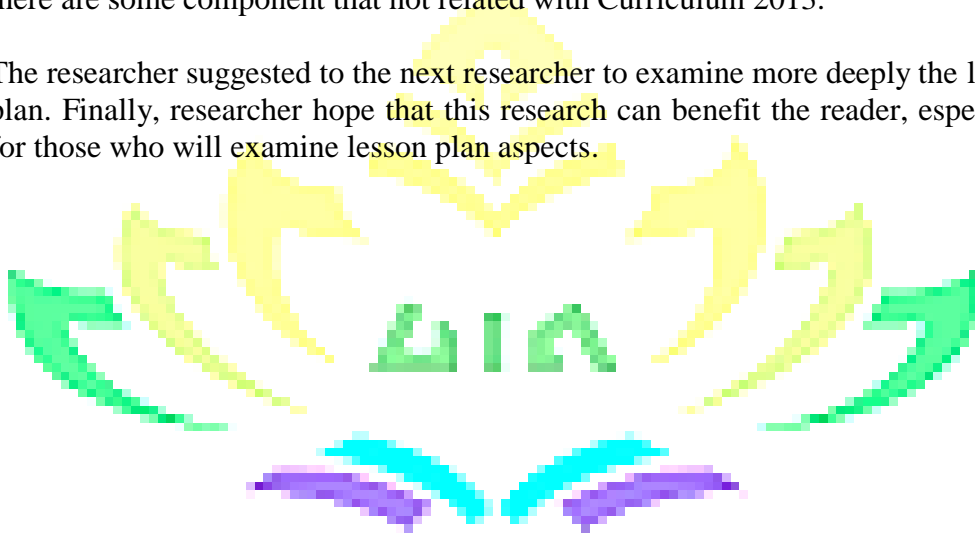
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ABSTRACT

This study focuses on lesson plan component analysis in SD Muhammadiyah 1 Bandar Lampung especially on English lesson at the third grade in 2018/2019 academic year. The theory was chosen because lesson plan is important for teacher because it is being a guideline in teaching process. And then, there are some case found that the component of lesson plan that made by teacher is not related with component based on Curriculum 2013.

The reasearch methodology was descriptive qualitative. The researcher used documentation method in collecting and analyzing data. Data that has been taken from the three lesson plan that made by English teacher at SD Muhammadiyah 1 Bandar Lampung at the third grade in 2018/2019 academic year. Furthermore the data were analyzed using the theory of Yogesh Kumar S. The result of this study indicate that there are some component that related with Curriculum 2013, and there are some component that not related with Curriculum 2013.

The researcher suggested to the next researcher to examine more deeply the lesson plan. Finally, researcher hope that this research can benefit the reader, especially for those who will examine lesson plan aspects.





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

**Title : AN ANALYSIS OF TEACHER'S LESSON
PLANS BASED ON THEMATIC UNIT FOR
TEACHING ENGLISH TO YOUNG
LEARNER AT THIRD GRADE OF SD
MUHAMMADIYAH 1 BANDAR LAMPUNG
IN 2018/2019 ACADEMIC YEAR**

Student's Name : Meirizha Putri Rizkya
Student's Number : 1411040102
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

Tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

Dr. Zulhannan, M.A
NIP: 196709241996031001

Co-Advisor,

Nurul Puspita, M.Pd
NIP: 198907172015032004

**The Chairperson
of English Education Study Program**

Meisuri, M.Pd
NIP: 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

A thesis entitled: **“AN ANALYSIS OF TEACHER’S LESSON PLANS BASED ON THEMATIC UNIT FOR TEACHING ENGLISH TO YOUNG LEARNER AT THIRD GRADE OF SD MUHAMMADIYAH 1 BANDAR LAMPUNG IN 2018/2019 ACADEMIC YEAR ”**, by: **MEIRIZHA PUTRI RIZKYA, NPM: 1411040102**, Study Program: English Education, was tested and defended in the examination session held on: Friday, December 20th 2019.

Board of Examiner:

Chairperson : **Meisuri, M. Pd** (.....)
Secretary : **Dr. Nur Syamsiah, M.Pd** (.....)
Primary Examiner : **Fithrah Auliya Ansar, M.Hum** (.....)
Co-Examiner : **Dr. Zulhannan, M.A** (.....)
Advisor : **Nurul Puspita, M.Pd** (.....)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Mirva Diana, M.Pd
NIP. 196408281988032002

DECLARATION

Name : Meirizha Putri Rizkya

Student's Number : 1411040102

Thesis : **An Analysis of Teacher's Lesson Plans Based on Thematic Unit for Teaching English to Young Learner at Third Grade of SD Muhammadiyah 1 Bandar Lampung in 2018/2019 Academic Year.**

I hereby state this thesis entitled: "An Analysis of Teacher's Lesson Plans Based on Thematic Unit for Teaching English to Young Learner at Third Grade of SD Muhammadiyah 1 Bandar Lampung in 2018/2019 Academic Year" is definitely my own work. I am totally responsible for the content of this thesis. I am fully aware that I have quoted or cited some statements, references, and opinions from other experts and those are quoted or cited in agreement with ethical standards.

Bandar Lampung, November 2019

The Researcher,

Meirizha Putri Rizkya

1411040102

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Meaning : Because in fact after the difficulty there is convenience, actually after the difficulty there is convenience. (Al-Insyirah : 5 and 6)



CURRICULUM VITAE

The researcher's name is Meirizha Putri Rizkya. She was born on May 9th, 1997 in Bandar Lampung. She is the third child of Mr. Haidir Jumadi and Mrs. Meilentina Hamzah. She has two older sisters, Their name are Dian Aulia Amanda and Dania Permata Balgis.

She studied at Elementary School of SD Negeri 2 Rawa Laut and graduate in 2009. She continued in Junior High School of SMP Kartika II-2 Bandar Lampung and finished in 2011. Then, she continued her study in Senior High School of MA Al-Fatah Natar and finished in 2014. In 2014, she entered of The State Islamic of University Raden Intan Lampung and took an English Education as her major.



DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom not enough only writes their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. The Greatest Allah SWT, Alhamdulillah' ala kulli hal wanni'mah
2. The Greatest inspiration in my life, beloved Father and Mother, Mr. Haidir Jumadi (alm) and Mrs. Meilentina Hamzah who always pray for my success. Thanks for all the motivation and support, I love you forever.
3. My best partner, Luthfi, S.Sos who always supported me and motivated me to be a better person.
4. My beloved almamater The State Islamic of University Raden Intan Lampung

Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.

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12. All members of KKN 225. Thank you for best experience we made.
13. In addition, all who come and go in my life because consciously and unconsciously that they always have a part throughout the

research. Happiness, experience, lessons, and memory are things what they give to me also a thousand smiles during conducting this research. Thank you.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expect that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.



Bandar Lampung, November 2019
The Researcher,
Meirizha Putri Rizkya
NPM. 1411040102

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CHAPTER 1

INTRODUCTION

A. Background Of Problem

Lesson plan as a set of activities which represent steps along a curriculum before which and after which you have a day or more in which to evaluate and prepare for the next lesson.¹ Creating a lesson plan is very important to do by any teacher. Lesson plan contains about the purpose of learning where each item will have different goals. In addition lesson plan also includes planning materials, planning aids, teaching methods and learning procedures. Exactly teachers made lesson plans will know what materials will the teacher teach to students the next day.

Lesson plan is a plan which describes procedures and management of study in order to reach one or more competency basic competency regulated in the standard of content and extended in the syllabus.² It means that there are steps and organization developed by a teacher in a plan of course in order to achieve competency-based stated in the curriculum. The steps deal with the sequence works conducted by a teacher in developing the lesson plan such as establishing the objective of study, indicators, materials, and methods. They should be done structually in order to meet

¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition* (New York: Addison Wesley Longman, 2001) p.113

² Mulyasa, *Kurikulum Tingkat Satuan Pendidikan* (Bandung: PT Remaja Rosdakarya, 2011)

students' need, interests, and be able to adjust students' ability appropriately.

According to Harmer, lesson planning is the art of combining a number of different elements into a coherent whole, so that the lesson has an identity which students can recognize, work with and react to.³ It means that any lesson plan should encompass several fundamentals ranging from the time allocated, the students' level, the material used finishing up with the objectives and the homework.

Moreover, lesson planning is not only in a written form, it can be defined as everything a teacher does when she/he is thinking of the next lesson such as visualizing, reading resources, or even staring at the ceiling.⁴ Thus, the lesson plan is not only form but also meanings as the activity that support process of learning and teaching. According to the statement before, the researcher conclude that lesson plan is a tools consist of form in the paper and activity that practice in the class that help teacher to prepare the learning process.

Indonesian schools are gradually shifting their education system from Curriculum 2006 to Curriculum 2013. One of differences between Curriculum 2013 with the previous one is the reduction of subjects taught in the classroom from ten to six. This happens because some subjects will

³ Harmer J, *The Practice of English Language Teaching 3rd Edition* (Malaysia: Pearson Education Limited, 2006) p.8

⁴ Woodward, *Planning lessons and Courses: Designing Consequences of Work for the Language Classroom* (Cambridge: Cambridge University Press) p.51

be integrated to another which implies that Curriculum 2013 puts skill *integration* as its ultimate goal. To accommodate the demands of Curriculum 2013, Thematic unit is assumed to be an appropriate way for teacher choose to teach English to students in primary levels.

Thematic units aims to get learners using English ‘in a purposeful way to find out things and do things which have meaning and interest for them and to communicate the results to others’⁵. It means Thematic unit as a model of plan in which the instruction conducted by teacher is put under one particular topic. When thematic unit is applied, it is believed that it will give meaningful contribution for young learners because during a certain period their live will revolve around one topic.

A thematic unit is the organization of a curriculum around a central theme. It means that it is the series of lesson that integrate subjects across the curriculum such as reading, language, math, science, social studies, etc., that all tie into the main theme of thematic unit. Each activity should have a main focus toward the thematic idea.

According to Cynthia Williams, thematic unit is the selecting and highlighting of a theme through an instuctional unit or module, course, multiple course.⁶ It means that thematic unit lead a spesific theme for every lesson plan that teacher prepared. According to the statement above,

⁵ Moon J, *Children Learning English* (Oxford : Macmillan Education, 2000) p.107

⁶ Cyntia Williams, *Exploring Vacation and Themes in Social Studies* (Maryland: Rowman and Littlefield Publishers, 2017) p.10

the researcher conclude that thematic unit is a selecting theme that applied in lesson plan to make the learning process more focus into one discussion in the class.

Based on the preliminary research conducted of Bandar Lampung on May 5th,2019. It was found that some school that applied lesson plan based on curriculum 2013, the component of lesson plan still does not related with component of lesson plan based on BSNP. Based on interview with the English teacher Mr. Zul, he said that initially the students have many problems in learning English, they less motivation of learning English because the subject is too wide. They also did not interest in English subject because the subject is difficult to understand especially for children who gets bored. After the implementation of Curriculum 2013 especially the lesson plan based on thematic unit the learning process in the class more structural and interesting for students.⁷

The researcher also interviewed the students. Based on the result of interviewed, the researcher conclude that most of students like English subject, but they feel bored. After implementation the thematic unit, they feel more excited because in learning process not only discussed about English but also discussed about another subject.

Based on interviewing an English teacher and students there, the researcher found that the lesson plan based on thematic unit is very good

⁷Zulkifli, S.Pd, English Teacher, at SD Muhammadiyah 1 Bandar Lampung, on May 5th 2019 . An interview

choice in teaching english for young learners. Based on the characters of students which is moody and bored faster, thematic unit can help to reduce boredom of the students. The teacher can provide some subject lesson in one theme that make the lesson more fun.

The researcher assume use lesson plan based on thematic unit can be one of new innovation to make the education in Indonesia more developed. And the thematic unit curriculum should always be mantained in the Curriculum of Indonesian Education.

There are some previous studies relevant to the research. Arif Hidayatullah. He studied an analysis of lesson plan made by English teacher. He used the theory of Mulyasa to analyzed the data. He found that the lesson plan made by English teacher was good quality, although there were some weakness in some component such as indicators, objectives, materials, time allocation, resource and assessment. The teacher should be planned carefully and look at the characteristic of students when made the lesson plan, so the lesson plan could be good quality and teaching learning process could be delivered well.⁸

Another researcher is Cahyaning Fristiara. She studied the use of theme-based in teaching young learners' vocabulary of English club. In her research, she found that young learner as the basic of education is one of

⁸ Arif Hidayatullah, *An Analysis on Lesson Plan Made by English Teacher* (Surakarta: The State Islamic Institute of Surakarta), p. ix

objects in education needs an appropriate to teaching English for young learner. The result of study showed that the use of theme based is important used by the teacher to get student understanding in learning vocabulary. Furthermore the teacher should provide various activities maintained students' interest during the lesson.⁹

Another researcher Pujiono. He studied the analysis of lesson by english teacher of senior high school. He used the theory of Brown to analyzed the data. He found that lesson plan is the important aspects to contribute to the success of the teaching process. it is expected that the English teacher of senior high school in kudas are supposed to write lesson plan clearly and should pay attention the information in every aspect of lesson plan to make the quality of lesson plan be good.¹⁰

This study is expected to enrich theoretical perspective on lesson plan based on thematic unit for teaching english to young learners, especially, how to analyze the result of teaching english in using lesson plan based on thematic unit for teaching english to young learners. Practically, this study may be employed to help the reader in analyzing the lesson plan based on thematic unit. It is also expected to provide empirical source for further researchers and the reader who concern lesson plan. The writer also expects that this study would be more developed by those who are

⁹ Cahyaning Fristiara, *The Use Of Theme Based in Teaching Young Learners' Vocabulary Of English Club* (Semarang : University of Sebelas Maret, 2017), p. 102

¹⁰ Pujiono, *The Analysis of Lesson Plans by English Teachers of Senior High School* (Kudus, Muria Kudus University, 2013) p.ix

interested in the field of teaching and learning to young learners. In this research, the researcher will use documentation as the data collecting technique and used theory of Yogesh kumar sing.

Based on the reasons stated above, the researcher decides to design a problem to be entitled : **“An Analysis of Teacher’s Lesson Plans based on Thematic Unit for Teaching English to Young Learner at SD Muhammadiyah 1 Bandar Lampung in 2018/2019 Academic Year”**.

A. Focus of the Study

Based on the background of the problem, the researcher focus on the study of the related between component of teachers’ lesson plan and component by BSNP.

B. Limitation of the Problem

In this problem, I limit the discussion on lesson plan on skill reading and writing based on thematic unit for teaching english to young learner. In this research, I choose the first semester of third grade at SD Muhammadiyah 1 Bandar Lampung.

D. Formulation of the Problem

Based on focus of study and limitation of problem above, the researcher was formulated the problem as follows : Are the components of lesson plan that made by English teacher of SD Muhammadiyah 1 Bandar Lampung at the third grade related with the component by BSNP?

E. The Objective of the Research

1. The objective in this research is :

To know whether the related of lesson plan component that made by English teacher and component by BSNP.

2. Use of the Research

a. For the students

The students know that study English is important and used thematic unit on lesson plan for learning in the classroom can help the students

b. For the reader

Expected to give valuable contribution to the theoretical use of lesson plan based on thematic unit.

c. For the researcher

Expected to broaden the knowledge of language learners, especially English student, to respect to the phenomenon of lesson plan based on thematic unit used in the classroom.

G. Scope of Research

1. Subject of Research

The subject of the research were the students at the first semester of third grade at SD Muhammadiyah 1 Bandar Lampung.

2. Object of Research

The object of research used the Lesson Plan on skill reading and writing based on thematic unit for teaching english to young learner at third grade at SD Muhammadiyah 1 Bandar Lampung.

3. Places of Research

The research conducted at SD Muhammadiyah 1 Bandar Lampung.

4. Time of Research

The research conducted at the first semester of third grade in the academic year of 2018/2019



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Curriculum 2013

1. Definition of Curriculum 2013

Curriculum 2013 is a new curriculum that implemented on 2013/2014. This curriculum is developing of KBK 2014 (*Kurikulum Berbasis Kompetensi*) and KTSP 2006 (*Kurikulum Tingkat Satuan Pendidikan*).¹¹ The main point of curriculum 2013 is enhancement and parity of soft skills and hard skills which cover attitude competence aspect, skills, and knowledge. Then, before the position of competences has derived from subject is change becomes the subject be expanded from the competence.

The development of curriculum 2013 is a further step from Competency Based Curriculum Development that initiated in 2004 and 2006, which includes attitudes competency, knowledge, and integrated skills.¹² In this case, curriculum 2013 has attempted to instilling the values that have reflected to the attitudes can be comparable straight with skills that obtained through knowledge. It means that among soft

¹¹BSNP, *Standar Nasional Pendidikan*, Available at http://bsnp-indonesia.org/id/?page_id=61.html accessed at March 13 2014

¹²Hamid Hasan, *Informasi Kurikulum 2013* (Jakarta : PT Rosdakarya, 2014) p.16

skills and hard skills have embedded as balances, side by side, and can be apply in daily life. Hopeful that by curriculum 2013, all students can have attitude competence, skills and can increasing their knowlwdge based on their level education.

2013 curriculum is outcomes-based curriculum so curriculum development is directed to gain certain competence in SKL.¹³ The 2013 curriculum, integrating values systems, knowledge, and skills, has orientation on developing the learners' competencies, the changing of teaching-learning methodology towards teaching-learning process which gives priorities on the learning experiences through observing, inquiring, associating, and communicating so as to enhance the values of competitiveness and build prime characters. To achieve all of these, the teaching methodology involves not only exploration, elaboration, confirmation, but also observation, inquiry, analysis, reasoning, description, inference, evaluation, and creation.

Based on the explanation above, the researcher concluded that curriculum 2013 is a new curriculum that applied in Indonesia on 2013 which developing from the curriculums before and get revise to enhance the values of competitiveness and build prime characters.

¹³ Martho," *Dokumen Kurikulum 2013*": kangmartho.blogspot.com/pdf_blog_2.pdf ,

acesed at 23 march 2014.

2. Background of the Curriculum 2013

There are some factors that influenced development of 2013 curriculum.

1. Internal Challenge

Internal challenge is related to condition of education referring to eight national standard of education, content standard, process standard, framework standard, educational personnel standard, facility and infrastructure standard, management standard, financing standard and assessment standard.¹⁴

Another internal challenge related to 2013 curriculum development is the population growth of Indonesia as can be seen from productive age (15-64) more than nonproductive age (0-14 and >65). The percentage of productive age will be growth until 70% in 2020-2035.¹⁵ For that reason, big challenge that faced is how to make productive human resource that can be transformed to be human resource that has skill and competency from education.

2. External Challenge

External challenge is related to globalization and issue referring to

¹⁴ BSNP, *Badan Standar Nasional Pendidikan*, Available at http://bsnp-Indonesia.org/id/?page_id=61.html accessed at March 13 2014.

¹⁵ Salinan Lampiran Permendikbud Nomor 69 Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 2.

environmental problem, development of information and technology, development of creative industry and culture, and development of education in international level. External challenge also related to the power of world economy, the influence of techno science, and investment, quality and transformation of education. Participation of Indonesia in international studies Trends in International Mathematics and Science study (TIMSS) and Program for International Student Assessment (PISA). In 1999 *TIMSS* and PISA stated that Indonesian student's achievement showed dissatisfaction. It is because of many materials that asked in TIMSS and PISA don't include in curricula in Indonesia.¹⁶

3. Encouragement the Curriculum Management

Until now the implementation of curriculum uses curriculum as a subject. 2013 curriculum approach for senior high school substituted based on school-based curriculum.

Accordingly, in 2013 curriculum encouragement management are as follows:

- 1) Individual teacher working method changed into collaborative working method.

¹⁶ Bahrul Hayat, *Penilaian Berbasis Kelas* (Bandung: Tim Pengembang Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia-IMTIMA, 2007), p. 247.

- 2) School management encouragement from headmaster management skill encouragement as educational leader.
- 3) Encouragement of facility and infrastructure to management and learning process interest.¹⁷

4. Improvement of Content Subject

Improvement of content subject by deeping and expansion of content subject that relevant to students.¹⁸

Based on the explanation above the researcher conclude that the background of curriculum 2013 based on four components those are internal challenge, external challenge, encouragement the curriculum management, improvement of content subject. Those four components is applied because the last curriculum is not appropriate with nowadays circumstance which needs some progress for the teacher and students that basically get develops for each era.

3. The Characteristics of Curriculum 2013

Curriculum 2013 has designed with the following characteristics, namely:

- a. Developing a balance between the spiritual development and social conducted of attitudes, curiosity, and creativity, cooperation with intellectual and psychomotor abilities.

¹⁷ Salinan Lampiran Permendikbud Nomor 69 Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 3.

¹⁸ Ibid, p.3

- b. School is part of a community that provides a planned learning experience in which students apply what learned in school to the community and benefit the community as a learning resource.
- c. Developing the attitudes, knowledge, and skills then apply them in various situations in the school and community.
- d. Provide the free time to develop the attitudes, knowledge, and skills.
- e. Competence expressed in terms of core competencies that specified in basic competencies lesson.
- f. Core competencies become the organizing elements of basic competence, where all the basic competencies and instruction processes developed to achieve the competency that stated in core competencies.
- g. Basic competence developed based on the accumulative principle, mutually reinforcing and enriched between lessons and education level (horizontal and vertical organization).¹⁹

Based on the explanation above the researcher conclude that there are seven characteristic of curriculum 2013. The target changes to a new curriculum is the development of the old curriculum. Therefore, that creates complete and improve the curriculum of the various sides of the objectives of that curriculum changed.

¹⁹Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 67 Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum Sekolah Dasar/Madrasah Ibtidaiyah*, p. 3.

3. Content of Curriculum 2013

The curriculum is derived from the national education system. In Indonesia, educational goals are have 4 steps. Those are:

- a) National Educational goals
- b) Standard graduation goals
- c) General Instructional
- d) Sepesific instructional²⁰

Based on the explanation above the researcher conclude that there are four goals of curriculum 2013' those are national educational goals, standard graduation goals, general instructional, and spesific instructional which organized by indonesian governments as the support for educational system.

B. Syllabus

1. Graduate Competency Standard

In curriculum 2013 syllabus development is no longer done by the teacher, but has been prepared by a team of curriculum developers, both at central and regional levels.²¹

²⁰ Hamid Hasan, *Informasi Kurikulum 2013.*, p 16

²¹ Permendikbud No 59 Tahun 2014, *Kurikulum 2013 Pendidikan Dasar* (Pasal 9 ayat 2)

Teachers develop only lesson plans based on the teachers' guide books, student guide books and resource book which have all been prepared. The english teachers guide book is accompanying book for students guide book for ELT. The book is usefull for the teachers to guide well the learning process performed by the students through the textbooks which have been arranged in accordance with the priciples developed in 2013 curriculum. Generally teacher guide book consist of general intructions, learning guidelines for each chapter and evaluation guidelines.²²

In the curriculum 2013, SKL translated into the Core Competency (KI) and basic Competency (KD). In this context, SKL for is devided into three parts, that is attitude, skills, and knowledge. To more details, follow the explanation bellow:²³

a) Attitude

In senior high school level, SKL has the relation with attitude is to have a good behavior that reflects the attitude of the faithful, noble character, confident, and responsible to interact effectively with the social and natural environment.

b) Skills

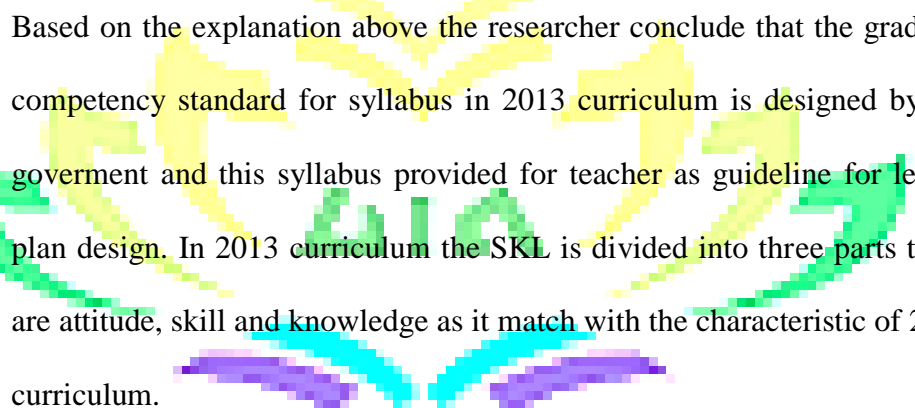
²² Kementrian Pendidikan dan Kebudayaan, *Bahasa Inggris : Buku Guru* (Jakarta : Balitbang Kemendikbud, 2014) p.v.

²³ Imas Kurniasih, *Implementasi Kurikulum 2013 Konsep dan Penerapan* (Surabaya: PT. Kata Pena, 2014) p. 3.

In Senior High School level, SKL has the ability to think and act of effective and creative in the abstract and concrete zona base on self-development which has learned in school.

c) **Knowledge**

In Senior High School level, SKL has procedural and metacognitive in science, technology, art, and culture with human insight, national, state, and civilization-related phenomena and events.



Based on the explanation above the researcher conclude that the graduate competency standard for syllabus in 2013 curriculum is designed by the goverment and this syllabus provided for teacher as guideline for lesson plan design. In 2013 curriculum the SKL is divided into three parts those are attitude, skill and knowledge as it match with the characteristic of 2013 curriculum.

2. Definition of the Syllabus

Etymologically, the syllabus means "label" or table of contents. The American Heritage Dictionary defines the syllabus as an outline of a course of study.²⁴ It means syllabus is the implementation plan of learning,

²⁴ Zainal Arifin Ahmad, *Perencanaan Pembelajaran Dan Desain Sampai Implementasi* (Yogyakarta : Pustaka Insan Madani, 2012) p.123

carried out, evaluated, and followed up by each teacher. In formal education the purpose of education must be reflected in a curriculum.

According to Abdul Majid in his book entitled *Learning Planning Developing Teacher Competency Standards*, the term syllabus can be defined as "Outlines, summaries, summaries, or points of content or subject matter".²⁵ It means the syllabus is used to refer to a curriculum development product in the form of further elaboration of the basic competencies and basic abilities to be achieved, and the topics and material descriptions that students need to learn in achieving basic competency and capability standards.

Syllabus is a learning design that contains a plan for teaching materials for certain subjects at certain levels and classes, as a result of selection, grouping, sorting and presentation of curriculum material, which is considered based on local characteristics and needs.²⁶ It means syllabus as core competencies and basic competencies into a subject matter of learning, activities learning, and indicators of achievement of competencies for assessment, time allocation and learning resources. Syllabus also depend on the local characteristic and needs in the development.

²⁵ Abdul Majid, *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru* (Bandung : Remaja Rosda Karya, 2012) p.38

²⁶ Ibid, p.39

According to Masnur Muslich in his book, KTSP defines the term syllabus to refer to a curriculum development product in the form of further elaboration of basic competencies and basic competencies to be achieved, and points and material descriptions that students need to learn in order to achieve competency standards and basic competencies.²⁷ It means syllabus resource from students' needs for their learning activities that always develop in each era. In other words syllabus deal the questions what competence must be reached by the learners, how to reach the competence, and how to know whether or not the learners have reached the competence.

Whereas according to M. Fadhilah in his book entitled the implementation of the 2013 curriculum in learning SD / MI, SMP / MTs, & SMA / MA interpret syllabus is a learning plan for a particular subject or theme that includes core competencies, basic competencies, learning material, assessment, time allocation, and learning resources.²⁸ Based on curriculum 2013 that using theme, syllabus will used as a refrence in making and developing the lesson planning in class. Teacher be able to knows how he/she will implement a good lessons, effective and efficient. So that, the graduate standard competence that has implemented is can achieved maximum.

²⁷ Masnur Muslich, *Kurikulum Tingkat Satuan Pendidikan* (Jakarta : Bumi Aksara,2008) p.23

²⁸ M. Fadhilah, *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTs, SMA/MA* (Yogyakarta : Ar-Ruzz Media, 2014) p.135

Based on the explanation above the researcher can be concluded that the syllabus is a design in the learning process on subjects that are arranged systematically that contain interrelated components are for the achievement of mastery of basic competencies.

3. Principles of Syllabus Development Based on Curriculum 2013

Generally, developing of curriculum 2013 syllabus is same in principle with syllabus developing of KBK and KTSP. Because on principle, developing of syllabus is to adjust with society needs. The principles of syllabus development is cover: scientific, relevant, flexible, continuity, consistent, adequate, actual and contextual, as well as effective and efficient. To more details you can be observed of description bellow.

1. **Scientific**, it means that all materials and activities are being charge in the syllabus must be correct, logical, and can be justified scientifically. In curriculum 2013 scientific can be interpreted that all materials that all material which is developed in the syllabus should have the values of truth.
2. **Relevant**, that is scope, depth, level of difficulty, and the order of presentation of the material in the syllabus must be tailored to the characteristics of learners, for example, the level of intellectual development, social, emotional, and spiritual learners. From curriculum 2013, students are no

longer interpreted as an object of study, but as a subject of study. Therefore, the learner must be centered on the learner, meanwhile the educators as a facilitators. Like this situation the principles of relevance is very important.

3. **Flexible**, it means that in the learning process can be changed in accordance with the conditions and development of learners. All of the materials which has developed in the syllabus must be done base on situation.

4. **Continuity**, it means that every lesson program that arranged in the syllabus must have linkages each other in making students competency. And than, syllabus shoud be made in the plan, step by step, and continously.

5. **Consistent**, that is among core competency, basic competency, indicator, subject metter, learning experience, learning source and assessment system that have a consistent correlation in forming students competency.

6. **Adequate**, It is indicator scope, standar material, learning experience, learning sources and assessment system that have done can be achieve basic competency.

7. **Actual and contextual**, it is basic competency scope, indicator, subject metter, learning experience, sources of learning, assessment system that deceloped is base on development of science, technology and art in real life.

8. **Effective**, it means that attention implementaion of syllabus in the learning process and the level of competence base on the competency standards that have been assigned.
9. **Effisien**, it means efforts to reduce of funds, power, and time without compromising results or competency standards that have been assigned.²⁹

Based on the explanation above the researcher conclude that there are eight principles of development syllabus based on 2013 curriculum, those are scientific, relevant, flexible, continuity, consistent, adequate, actual and contextual, effective and the last effisien. Those principle should goverment used in developpin the syllabus.

4. Steps for Development a Syllabus

There are steps in syllabus development, those are:

1. Assess and determine the standards Competency.
2. Assess and determine the basic competency.
3. Identify the subject metter/learning.
4. Developing of learning activities.
5. Formulate the competency achievement indicators.
6. Determine the type of assessment.

²⁹ Ibid, p.14

7. Determine the time allocation.
8. Determine the sources of learning.³⁰

Based on the explanation above the researcher conclude that there are eight steps of development syllabus for curriculum 2013. In curriculum 2013, syllabus was made by the goverment to provide teacher then the teacher develop to the lesson plan.

C. Lesson Plan

1. Definition of lesson plan

Lesson plan as a set of activities which represent steps along a curriculum before which and after which you have a day or more in which to evaluate and prepare for the next lesson.³¹ creating a lesson plan is very important to do by any teacher. Lesson plan contains about the purpose of learning where each item will have different goals. In addition lesson plan also includes planning materials, planning aids, teaching methods and learning procedures. Exactly teachers made lesson plans will know what materials will the teacher teach to students the next day.

Lesson plan is a plan which describes procedures and management of study in order to reach one or more competency basic competency

³⁰ Ibid, p.14

³¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition* (New York: Addison Wesley Longman, 2001) p.113

regulated in the standard of content and extended in the syllabus.³² it means that there are steps and organization developed by a teacher in a plan of course in order to achieve competency-based stated in the curriculum. The steps deal with the sequence works conducted by a teacher in developing the lesson plan such as establishing the objective of study, indicators, materials, and methods. They should be done structually in order to meet students' need, interests, and be able to adjust students' abillity appropriately.

According to harmer, lesson planning is the art of combining a number of different elements into a cohherent whole, so that the lesson has an identity which students can recognize, work with and react to.³³ it means that any lesson plan should encompass numeral fundamentals ranging from the time allocated, the students' level, the material used finishing up with the objectives and the homework.

Moreover, lesson planning is not only in a written form, it can be defined as everything a teacher does when she/he is thinking of the next lesson such as visualizing, reading resources, or even staring at the ceiling.³⁴ thus, the lesson plan is not only form but also meanings as the activity that support process of learning and teaching. According to the statement

³² Mulyasa, *Kurikulum Tingkat Satuan Pendidikan* (Bandung: PT Remaja Rosdakarya, 2011)

³³ Harmer J, *The Practice of English Language Teaching 3rd Edition* (Malaysia: Pearson Education Limited, 2006) p.8

³⁴ Woodward, *Planning lessons and Courses: Designing Consequences of Work for the Language Classroom* (Cambridge: Cambridge University Press) p.51

before, the researcher conclude that lesson plan is a tools consist of form in the paper and activity that practice in the class that help teacher to prepare the learning process.

2. Components of lesson plan

Lesson plan is developed for each *standard of competency* which can be applied for one meeting or more. The teacher develops each of lesson plans for each meeting by adjusting to the schedule of institutional unit. In order to achieve effective and appropriate teaching and learning process, there are several components guiding teachers in developing lesson plan which can also be criteria for constructing an effective lesson plan. The components are as follows :

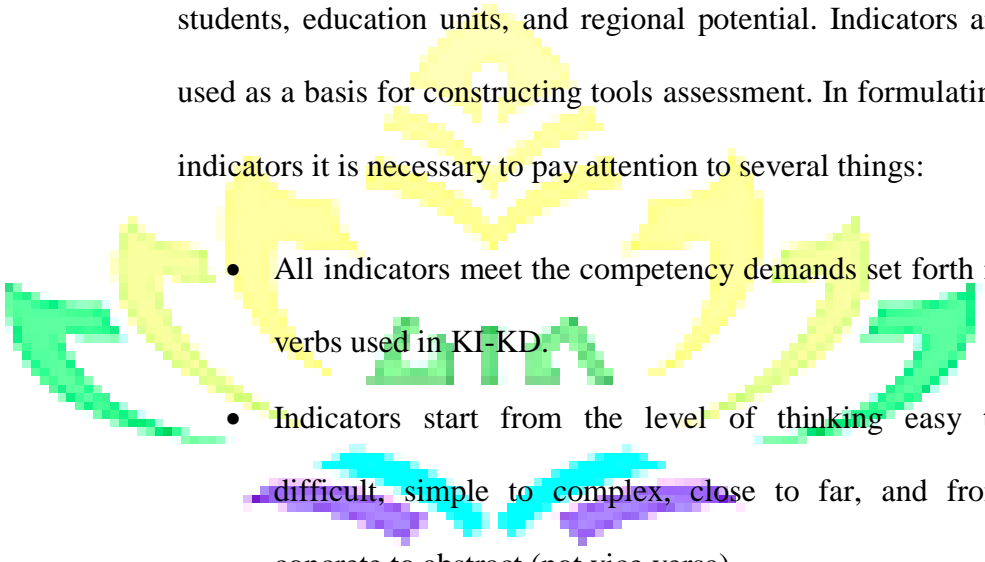
1. *School identity*, namely the name of the education unit;
2. *Identity of subjects* or themes / sub-themes;
3. *Class / semester*;
4. *Principal material*;
5. *Allocation of time* is determined according to the needs for KD achievement and learning load by considering the number of hours of study available in syllabus and KD that must be achieved;
6. *Core Competencies* (KI), is a categorical description of competencies in the aspects of attitude, knowledge, and skills that must be student learning for a school, class, and subject level;

7. *Basic competence and indicators of achievement of competence.*

a. Basic competencies; is a specific ability that includes attitude, knowledge and skills related to content or subjects;

b. Achievement indicators are markers of achieving basic competencies characterized by measurable behavioral changes that include attitudes, knowledge and skills.

c. Indicators are developed according to the characteristics of students, education units, and regional potential. Indicators are used as a basis for constructing tools assessment. In formulating indicators it is necessary to pay attention to several things:

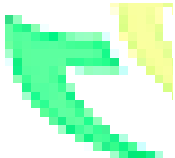
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- All indicators meet the competency demands set forth in verbs used in KI-KD.
 - Indicators start from the level of thinking easy to difficult, simple to complex, close to far, and from concrete to abstract (not vice versa).
 - Indicators must reach the minimum competency level KD and can developed beyond the minimum competency in accordance with the potential and student needs.
 - Indicators must be able to use appropriate operational verbs.

8. *Learning objectives* are formulated based on BC, with use operational verbs that can be observed and measured, which are includes attitudes, knowledge, and skills;

9. *Learning material* is a breakdown of the subject matter that contains facts, relevant concepts, principles and procedures, and written in the form items according to the formulation of competency achievement indicators;

10. *Learning methods* are the details of learning activities, used by educators to create a learning atmosphere and learning process so that students reach KD that is tailored to the characteristics of the participants students and basic competencies to be achieved;

11. *Media, tools, and, learning resources*



a. Learning media, in the form of learning aids for deliver subject matter;

b. Learning tools are learning aids; namely aids learning that makes it easy to give understanding to students.

c. Learning resources, can be in the form of books, print and electronic media, the natural surroundings, or other relevant learning resources;

12. *Steps of Learning Activities*, including:

a. The first meeting, contains an introduction; Core activities, and closing.

b. The second meeting, containing introduction, core activities, and closing.

13. *Assessment*

a. Contains types / assessment techniques;

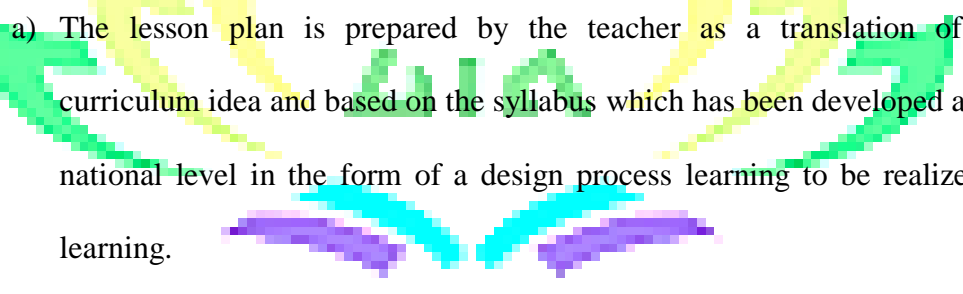
b. Instrument's Shape

c. Guideline for reports³⁵

Based on the expansion above the researcher conclude that the lesson plan in curriculum 2013 has thirteen components that revised from the last curriculum 2006 to enrich and develop indonesian education system.

3. Principles in Developing Systematic and Good Lesson Plan

There are several important principles, based on the Minister of National Education Regulation Year 2013 about Standard of process in the making lesson plan, which should be considered by the teacher before developing a lesson plan. The principles are as follows:

- 
- a) The lesson plan is prepared by the teacher as a translation of the curriculum idea and based on the syllabus which has been developed at the national level in the form of a design process learning to be realized in learning.
 - b) The lesson plan is developed by the teacher by adjusting what is stated in the syllabus with the conditions in the education unit both the initial ability of students, interests, motivation learning, talents, potential, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and / or student environment.
 - c) Encourage active student participation.

³⁵ Kementrian Pendidikan dan Kebudayaan, *Panduan Teknis Penyusunan Rencana Pelaksanaan Pembelajaran (RPP) di Sekolah Dasar* (Jakarta : 2013) p. 9

- d) In accordance with the objectives of the 2013 curriculum to produce students as humans which is independent and does not stop learning, the learning process in the lesson plan is designed by student-centered to develop motivation, interest, desire know, creativity, initiative, inspiration, independence, enthusiasm for learning, skills study and study habits.
- e) Developing a culture of reading, writing and arithmetic.
- f) The learning process in the lesson plan is designed to develop a hobby reading, understanding various readings, and expressing in various forms writing.
- g) Provide feedback and follow up.
- h) The RPP contains a program design giving positive feedback, reinforcement, enrichment, and remedy. Provision of remedial learning is done at any time after a test or test is done, the results are analyzed, and weaknesses each student can be identified. Provision of learning is given in accordance with student weaknesses.
- i) Linkages and cohesiveness.
- j) The RPP is prepared by considering the interrelationships and cohesiveness between KI and KD, learning materials, learning activities, assessment, and deep learning resources a wholeness learning experience. The lesson plans are prepared by accommodating thematic learning, cross-subject integration for attitudes and skills and cultural diversity.
- k) Implement information and communication technology

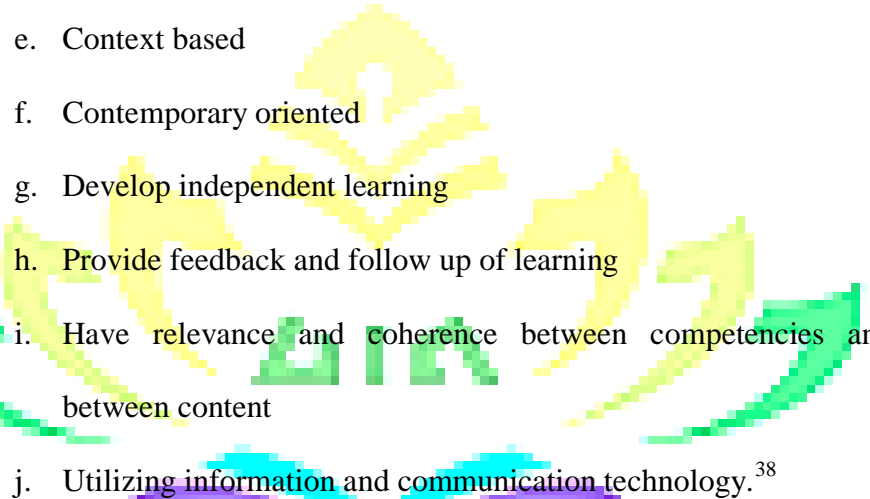
- 1) The RPP is prepared by considering the application of information technology and communication in an integrated, systematic, and effective manner according to the situation and condition.³⁶

In a specific context, Feez recommends that to develop a systematic English lesson plan, a teacher may follow the following steps:³⁷ *First*, analyze students' needs and establish the specific objectives related to the context of students. *Second*, connect the specific objectives with the general curriculum products and find the contexts to use the texts of genre from these outcomes. *Third*, discover and select what to be learnt by students in order to achieve the objectives determined. *Fourth*, sequence the syllabus components into an effective development of teaching and learning. *Fifth*, plan the way to observe students' progress during the lessons and assess students' achievement on the specific objectives at the end of program. *Finally*, plan the way to report students' achievement of the general curriculum products. However, these all are not complete yet since she does not include the use of technology and communication tools as the media of learning language and does not require a teacher to provide feedback and follow-up towards students' tasks or performances.

³⁶ Ibid, p.12

³⁷ Feez S, *Curriculum Evolution in the Australian Adult Migrant English Program*, In D.R. Hall & A Hewings : *Innovation in English Language Teaching* (Oxon: Routledge, 2001) p.208

In addition to the innovation of syllabus development in curriculum 2013, lesson plan is arranged and prepared by the teacher based on the syllabus with the following principles :

- 
- a. Fully loads basic competence of spiritual attitudes, social attitudes, knowledge and skills
 - b. Can be implemented in one or more than one session
 - c. Pay attention to individual differences of learners
 - d. Student centered
 - e. Context based
 - f. Contemporary oriented
 - g. Develop independent learning
 - h. Provide feedback and follow up of learning
 - i. Have relevance and coherence between competencies and between content
 - j. Utilizing information and communication technology.³⁸

Based on the explanation above the researcher conclude that the principles developing in systematic and good lesson plan get revised from the last curriculum, in curriculum 2013 the principles of developing lesson plan more simply and focused on the basic competence of spiritual attitudes, social attitudes, knowledge, and skills

³⁸ Permendikbud No 103 Tahun 2014, *Pembelajaran Dalam Kurikulum 2013* (pasal 3 ayat 2)

and the lesson plan is arranged and prepared by the teacher based on the syllabus.

4. Steps of Developing Lesson Plan

Development of lesson plans can be done at the beginning of each semester or beginning of the year lessons with the intention that the lesson plans are available in advance at the beginning implementation of learning. The development of lesson plans can be done by the teacher individuals or groups in teacher working groups (KKG) in school clusters, at under coordination and supervision by supervisors or the education office. 2013 curriculum for elementary schools (SD) using the thematic integrative learning approach from class I to class VI. The development of the lesson plan is compiled with accommodate thematic learning or referred to as Thematic RPP.

The preparation of the Thematic RPP should ideally be carried out with the following stages:

1. determine the theme to be studied with students;
2. mapping the basic competencies and indicators to be achieved in the themes that have been agreed upon;
3. establish a theme network;
4. compiling Thematic Syllabus;

5. compiling thematic learning RPP.³⁹

D. Thematic Unit

1. Definition of Thematic Unit

Thematic units aims to get learners using English ‘in a purposeful way to find out things and do things which have meaning and interest for them and to communicate the results to others’⁴⁰. It means Thematic unit as a model of plan in which the instruction conducted by teacher is put under one particular topic. When thematic unit is applied, it is believed that it will give meaningful contribution for young learners because during a certain period their live will revolve around one topic.

A thematic unit is the organization of a curriculum around a central theme. It means that it is the series of lesson that integrate subjects across the curriculum such as reading, language, math, science, social studies, etc., that all tie into the main theme of thematic unit. Each activity should have a main focus toward the thematic idea.

According to Cynthia Williams, thematic unit is the selecting and highlighting of a theme through an instructional unit or module, course,

³⁹ Kementrian Pendidikan dan Kebudayaan, *Panduan Teknis Penyusunan Rencana Pelaksanaan Pembelajaran (RPP) di Sekolah Dasar* (Jakarta : 2013) p. 12

⁴⁰ Moon J, *Children Learning English* (Oxford : Macmillan Education, 2000) p.107

multiple course.⁴¹ It means that thematic unit lead a spesific theme for every lesson plan that teacher prepared.

According to the statement above, the researcher conclude that thematic unit is a selecting theme that applied in lesson plan to make the learning process more focus into one discussion in the class.

B. Characteristic of Thematic Unit on Lesson Plan

Characteristics of Thematic RPP as follows:

1. Based on the theme. The themes presented for learning activities in SD / MI can be seen in the Republic of Indonesia's Ministry of Education and Culture No.67 of 2013. The 5th class consists of five themes, in each theme consists of four sub-themes. Each sub-theme is broken down into six lessons. Every learning activity is expected to be completed in one day.
2. Time allocation refers to the structure of the curriculum. Even so, the allocation of time to speak subjects is only as a general guideline.
3. Core competencies as a binder for vertical and horizontal organization of basic competencies.
4. Indicators are developed from basic competencies in the core competency group 3 (core competency aspects of knowledge) and core

⁴¹ Cyntia Williams, *Exploring Vacation and Themes in Social Studies* (Maryland: Rowman and Littlefield Publishers, 2017) p.10

competency groups 4 which are included in the theme network. Meanwhile the KD of the core competency group 1 (spiritual attitude) and core competency group 2 (spiritual attitude) are not necessarily developed into indicators. But it is always a concern to be instilled in every learning activity.

5. Teaching materials have been provided in student textbooks and teacher handbooks as a reference for teacher guidance for learning activities. It is expected that the teachers develop the material that is already in the textbook
6. The steps of learning activities are developed with a scientific approach which includes observing, asking questions, collecting data, associating and communicating. Besides that, it is hoped that learning activities will be centered on students and encourage learning in PAKEM models and contextual learning that uses multi-strategy, multi-method and multicultural learning.
7. Assessment is developed using authentic types of assessment. Authentic assessment is a type of assessment that accommodates measurements in all aspects that should be measured in the learning process, both the attitude competency aspects, skills competencies and knowledge competencies.⁴²

Based on the explanation above the researcher conclude that there are

⁴² Andi Prastowo, *Rencana Pelaksanaan Pembelajaran Tematik Terpadu* (Jakarta : Prenada Media Group, 2015) p.65-67

seven characteristics of thematic unit on lesson plan in curriculum 2013. Those characteristic was made because there are many disadvantages of the last curriculum, so the goverment needs to revised it to get better curriculum for indonesian education system.

C. Advantages and Disadvantages

A. Advantages

1. 2013 curriculum emphasizes the development of competencies in the knowledge, skills and attitudes of students in a holistic (holistic) manner. In the previous curriculum certain subjects supported certain competencies and were designed independently and had their own basic competencies. But in its implementation teachers in general do not develop competency skills and attitudes clearly. Competencies developed are dominated by aspects of knowledge. With the presence of the 2013 curriculum each subject supports all competencies (knowledge, skills and attitudes) and is designed related to each other and has basic competencies that are bound by the core competencies of each class.
2. make students more active and creative. Students must be active and creative unlike the previous curriculum, the material in the 2013 curriculum is more about problem solving. So active students to look for information so they don't miss learning.

3. the emergence of character education and character education that have been integrated into all study programs. Through the development of the 2013 curriculum both in syllabus and learning plans based on character and competence are expected to be able to independently improve and use their knowledge, study and internalize and personalize the values of character and noble character so that it manifests in daily behavior.
4. bringing together many subjects in one implementation of learning so that each student's needs in many materials are fulfilled both in formal education and character education.⁴³

B. Disadvantages

1. The 2013 curriculum is not based on an evaluation of the implementation of the education unit level curriculum (KTSP) so that the implementation of teachers and education stakeholders still faces many difficulties in their understanding.
2. lack of teacher understanding with the concept of the scientific approach. The scientific approach is the approach applied to the 2013 curriculum learning application. The scientific approach includes components including: observing, asking, trying, processing,

⁴³ E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013* (Bandung : PT Remaja Rosdakarya, 2013) p.165

presenting, deducing and creating. All of that can be done well if the teacher as the implementer fully understands the scientific approach.

3. there are still many teachers who do not understand the 2013 curriculum, even though syllabus has been provided but in its development it becomes a teacher's learning plan there are still many who experience difficulties.
4. lack of socialization about the 2013 curriculum both in syllabus and lesson plan for implementing learning and also in its implementation in class.⁴⁴

Based on the explanation above the researcher conclude that there are some advantages and disadvantages of thematic unit. For the advantages the researcher suggest that the teacher should learn more about the curriculum 2013 both in syllabus and the lesson plan and also the teacher should implementing variety technique to make the students keep interest with the learning process. For the goverment should do the socialization more to development the theacers' knowledge about curriculum 2013.

E. Frame of Thinking

Indonesian schools are gradually shifting their education system from Curriculum 2006 to Curriculum 2013. One of differences between

⁴⁴ Herry Widyastono, *Pengembangan Kurikulum Di Era Otonomi Daerah dari Kurikulum 2004 dan 2006 Ke Kurikulum 2013* (Jakarta : Bumi Aksara, 2014) p.119

Curriculum 2013 with the previous one is the reduction of subjects taught in the classroom from ten to six. This happens because some subjects will be integrated to another which implies that Curriculum 2013 puts skill *integration* as its ultimate goal. To accommodate the demands of Curriculum 2013, Thematic unit is assumed to be an appropriate way for teacher choose to teach English to students in primary levels.

Thematic unit as a model of lesson plan in which the instruction conducted by teacher is put under one particular topic. When thematic unit is applied, it is believed that it will give meaningful contribution for young learners because during a certain period their live will revolve around one topic.

A thematic unit is the organization of a curriculum around a central theme. It means that it is the series of lesson that integrate subjects across the curriculum such as reading, language, math, science, social studies, etc., that all tie into the main theme of thematic unit. Each activity should have a main focus toward the thematic idea.

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